



GOVERNOR'S AGENCY HEADS' MEETING

Governor Sonny Perdue

April 8, 2008

Presentations & Workshop Handouts



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Creating a Leadership Legacy



MEETING AGENDA

- **Welcome – Jim Lientz**
- **Governor's Comments**
- **Comments**

Bob Hatcher, *Co-Chair, Commission for a New Georgia*

Erroll Davis, *Chancellor, Board of Regents*

Bart Graham, *Commissioner, Department of Revenue*

Greg Dozier, *Commissioner, Department of Driver Services*

- **Lonice Barrett**: *Becoming a Best-Managed State*
- **Recognition of Task Force members, Implementation Teams, and Customer Service Champions**
- **Pat McLagan**: *Keynote – Leading Transformation*

———— **WORKSHOPS: BREAK-OUT SESSIONS** ————



THE QUIET REVOLUTION

TEAM GEORGIA

MAKING GEORGIA
THE BEST-MANAGED STATE
IN AMERICA

TRANSFORMATION TIMELINE

4

2003

“Our goal is to make Georgia the best-managed State in America.”



- ▶ Best-Managed State initiative launched
- ▶ Commission for A New Georgia formed
- ▶ Task Force process begun



TRANSFORMATION TIMELINE



5

2004



***“We’re embedding principles and culture
to transcend my administration.”***

Governor Sonny Perdue

- ▶ 11 Task Forces reported recommendations
- ▶ Office of Implementation established
- ▶ First 4 Implementation Teams went to work



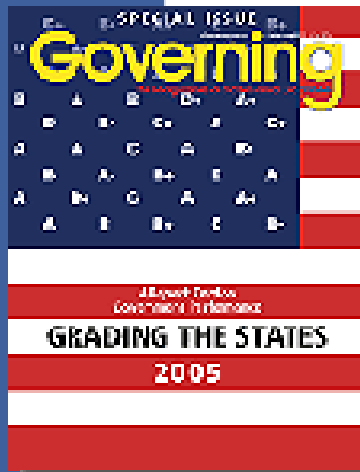
TRANSFORMATION TIMELINE

6

2005

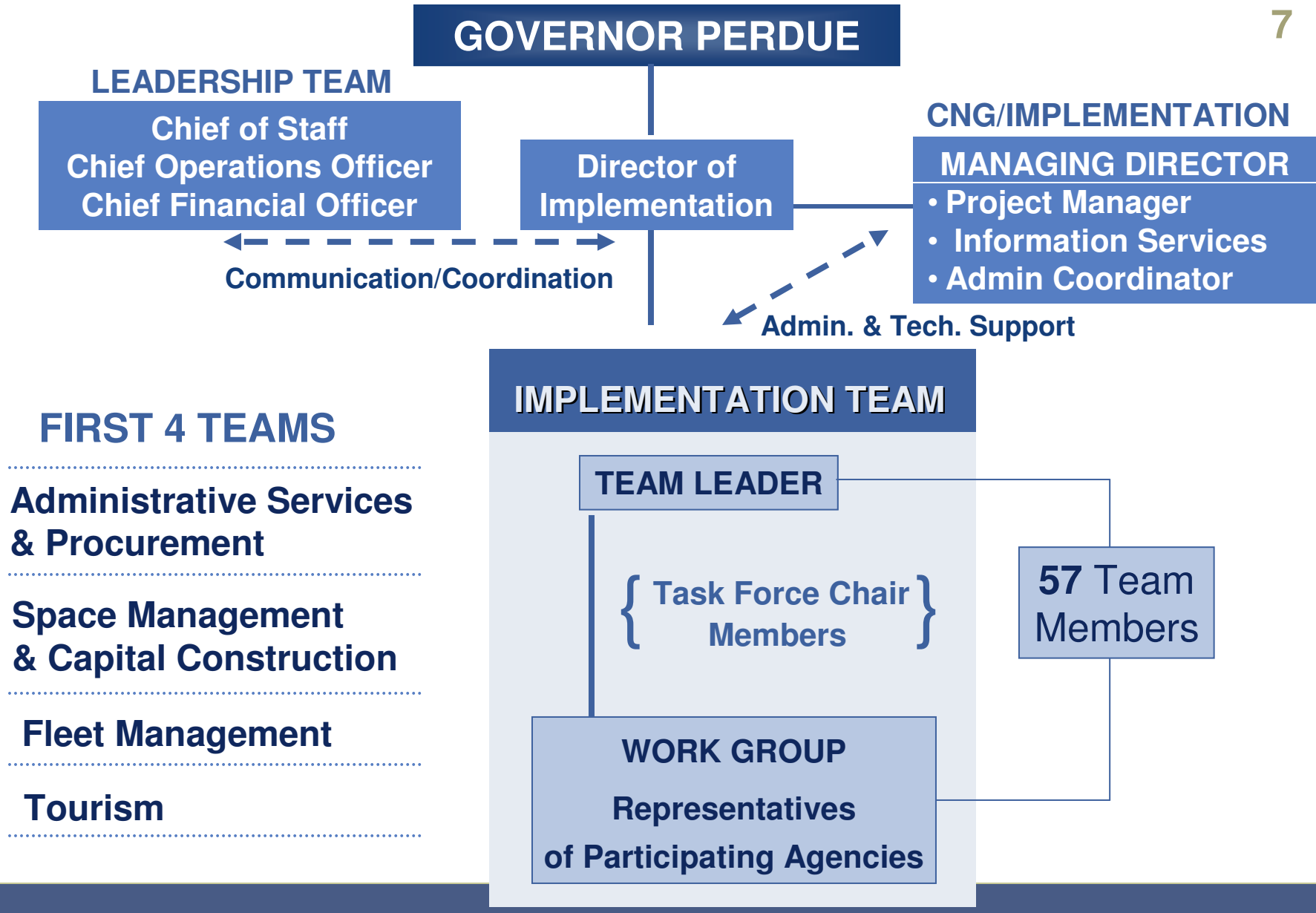
“We give value to citizens by managing well.”

Governor Sonny Perdue



- ▶ Government Performance Project grades Georgia “B” -- midpoint among states
- ▶ Implementation of CNG initiatives started showing results in savings, accountability
- ▶ Renewed commitment to raise our grade





TASK FORCE STUDIES: 2003 - 2007

8

1. Administrative Services
2. Procurement
3. Capital Construction
4. Space Management
5. Public Finance Options
6. Receivables
7. Leadership Development
8. Customer Service
9. Tourism
10. Strategic Industries
11. & 12. Fleet Management I & II
13. Competitiveness
14. Workforce Development
15. Community Care for Behavioral Health & Developmental Disabilities
16. State Health Benefits
17. Aviation
18. Risk Management
19. Service Delivery
20. Transportation
21. Freight & Logistics – 2008
22. IP Commercialization – 2008

Task Force Reports @ newgeorgia.org

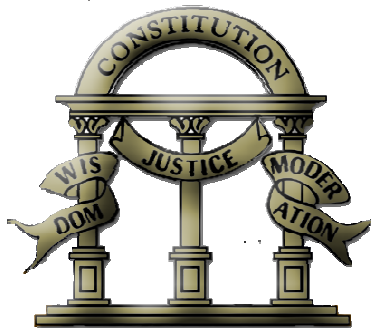


ONGOING GUIDING PRINCIPLES

9

*“I want this to be a
principle-centered,
people-focused,
results-driven,
facts-based
administration.”*

Governor Sonny Perdue



Enterprise Approach

Accountability for Assets

Transparency

21st Century Technology

Customer Service

Data-Driven Decisions

Value to Citizens



10

- ▶ **First State Accounting Officer and State Property Officer**

- ▶ **Inventories of vehicles, aircraft, lands, buildings, leases**

- ▶ **Online data for all state properties**

- ▶ **State Construction Manual – first since 1954**

- ▶ **Office of Customer Service – first in U.S.**

- ▶ **Georgia Leadership Institute**

- ▶ **Procurement Transformation Initiative**

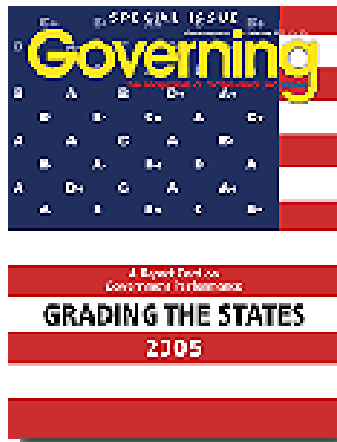
- ▶ **Office of Workforce Development**

- ▶ **Tourism Foundation**

GOVERNMENT PERFORMANCE PROJECT



11



REPORT CARD
ON THE STATES

Georgia's Continual Improvement

1999 C+

2001 B-

2005 B

2008 B+



2008 Application
Submitted July 16, 2007

THE 2008 GPP REPORT

TOPIC COORDINATORS

Information	Patrick Moore
Infrastructure	Gena Abraham
People	Steve Stevenson
Money	Shelley Nickel
Child Protection	B.J. Walker
Corrections	Jim Donald
Transportation	Harold Linnenkohl

INTERVIEWED (1- 3 hours each)

Bob Hatcher	Joe Rogers
Tommy Hills	Jim Lientz
Joe Doyle	Gena Abraham
Steve Stevenson	Jim Donald
Patrick Moore	B.J. Walker
Shelley Nickel	Ron Nawrocki

302 QUESTIONS

389 DOCUMENTS

12

Georgia's Best-Managed State Initiatives
Achievements, Enhancements & Improvements
Completed or Underway

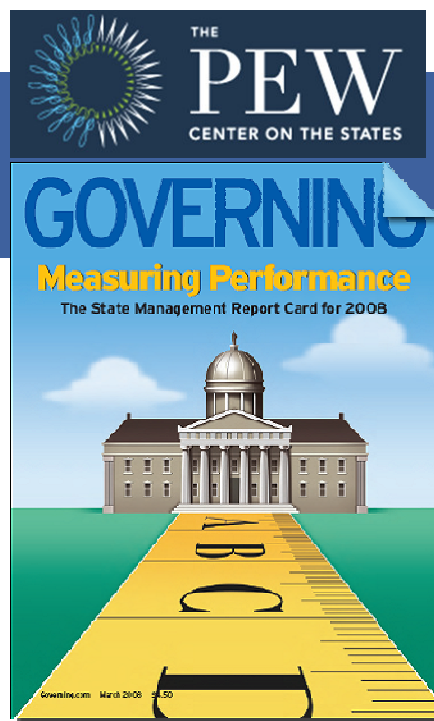


Submitted in Coordination with the 2007
Government Performance Project
and the
Pew Center on the States

July 16, 2007

MAKING THE GRADE: 2008

13



MARCH 3, 2008

2008 Grading-the-States Report Card
Washington, D.C.

B+ Georgia

Highest grade in Southeast
Improved in 3 out of 4 categories

**Gov. Perdue was one of only
2 Governors invited to speak at the
Pew Center announcement**



2008 REPORT CARD for the STATES



Utah Virginia Washington	A-	<div>2008</div> <div>A- Utah Virginia Washington</div> <div>B+ Georgia Delaware Michigan Missouri Texas</div> <div>B Indiana Iowa Louisiana Maryland Nebraska</div> <div>Average = B-minus</div>	<div>2005</div> <div>A Utah Virginia</div> <div>B+ Delaware Kentucky Michigan Minnesota Washington</div> <div>B Arizona Florida Georgia Idaho Iowa Kansas Louisiana</div>	14		
Delaware Georgia Michigan Missouri Texas	B+					
Indiana Iowa Louisiana Maryland Nebraska	B					
Arizona Connecticut Florida Idaho Kansas Kentucky Minnesota New Mexico New York North Carolina North Dakota Ohio Pennsylvania South Carolina Tennessee Vermont Wisconsin Wyoming	B-					
Alabama Colorado Hawaii Mississippi Montana Nevada Oklahoma Oregon South Dakota West Virginia	C+					
Alaska Arkansas California Illinois Maine Massachusetts New Jersey	C					
Rhode Island	C-					
New Hampshire	D+					

R.O.I. PERFORMANCE: TOP 10 STATES



15

RETURN ON INVESTMENT FORMULA

GRADE **B+ = 88**



Per Capita **\$3,732**
SPENDING *

* 2nd lowest in nation

A-	B+	B	B-	C+	C	C-	D+
92	88	85	82	78	75	72	68

STATE

ROI Quotient

1. Texas	.242
2. Georgia	.236
3. Missouri	.211
4. Tennessee	.207
5. Virginia	.202
6. Indiana	.199
7. Arizona	.197
8. Florida	.195
9. Nebraska	.195
10. Utah	.195



Key Transformation Projects Underway or Starting Up

- ▶ **Customer Service**
- ▶ **GTA Outsourcing**
- ▶ **PeopleSoft Governance**
- ▶ **eProcurement**
- ▶ **Commercialization of Intellectual Property**
- ▶ **DDS Customer Service Enhancements**
- ▶ **Competitive Compensation Plan**
- ▶ **Risk Management Transformation**
- ▶ **Performance Management System - ePerformance**



GOVERNING THE 'NEW GEORGIA' WAY



17

ENTERPRISE-WIDE FUNCTIONS

Led by state agencies with core missions

Procurement	DOAS	Human Resources	SPA
Facilities	SPO	Fleet Management	DOAS
Energy	GEFA	Risk Management	DOAS
Customer Service	OCS	Finance/Receivables	SAO
		Information Tech	GTA

CULTURE OF PUBLIC SERVICE

Teamwork	Accountability	Fast-Friendly-Easy
Stewardship	Transparency	Results

FLASH to 2010

GOVERNING

Measuring Performance

Georgia is
Best in Nation



2010 REPORT CARD

OUR GOAL

March 2010



TEAM GEORGIA

*Our State
Thanks You!*



PAT MCLAGAN

*Chairman & CEO
McLagan International, Inc.*



***Leading Sustainable Transformation for the
State of Georgia
Pat McLagan***

Transactional: A Better Prop



Transitional: New Propulsion

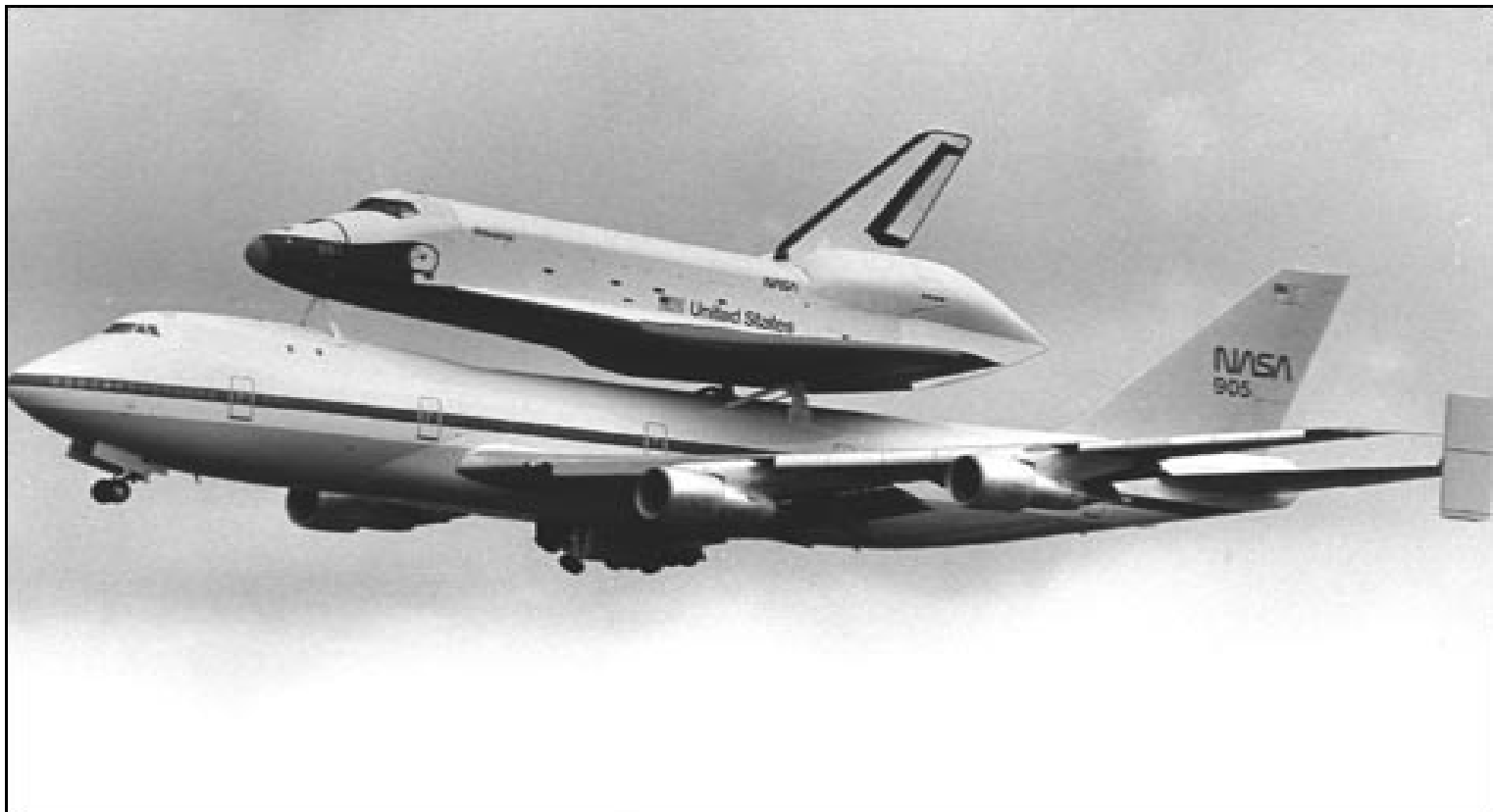


Transformational: New Vehicle, New Environment



3 KINDS OF CHANGE

Design the New
Continue to Deliver



Phase I:

Purpose: *Best Managed State*



Design Elements: CNG

Phase II:

Launch

3.5M Pounds of Fuel!! 3G
force

Shorter Lines

C+ to B+

IT RFP

Procurement
savings

Asset

Inventories

Vehicle sales

Results-focused
leadership

Information

20 TF's: 80+
actions

Faster Phones

Leadership Dev.

Etc...

Phase III:

))MAX Q))

Breakthrough







The View From Space

***Knowing what I know
now about what it takes
to make these kinds of
changes, I might not
have done it.....***

***Knowing what I know now
about what it takes to make
these kinds of changes, I
might not have done it.....***

.... But I'm glad we did!

Graham Mackay, CEO SAB-Miller

If anyone had told me 5 years ago that an old executive could still make major personal changes, I wouldn't have agreed.....

***If anyone had told me 5 years ago
that an old executive could still
make major personal changes, I
wouldn't have agreed.....***

***....but this has been the learning
experience of a lifetime.***

Chairman, Large Electrical Utility

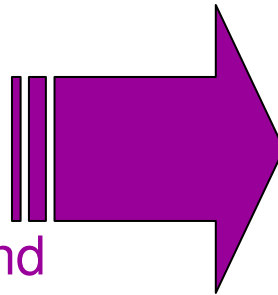
***Their Discovery:
The REAL
Transformation***

The REAL Transformation



Industrial System

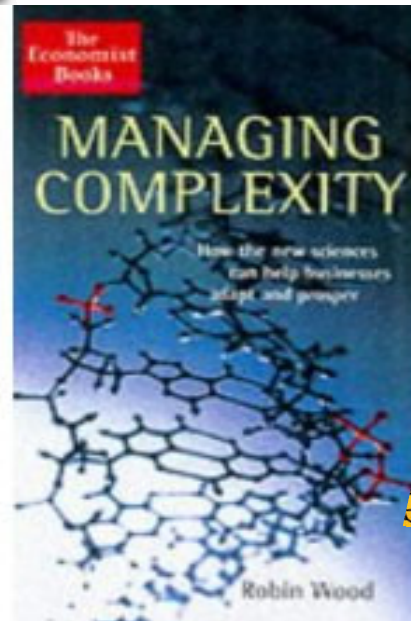
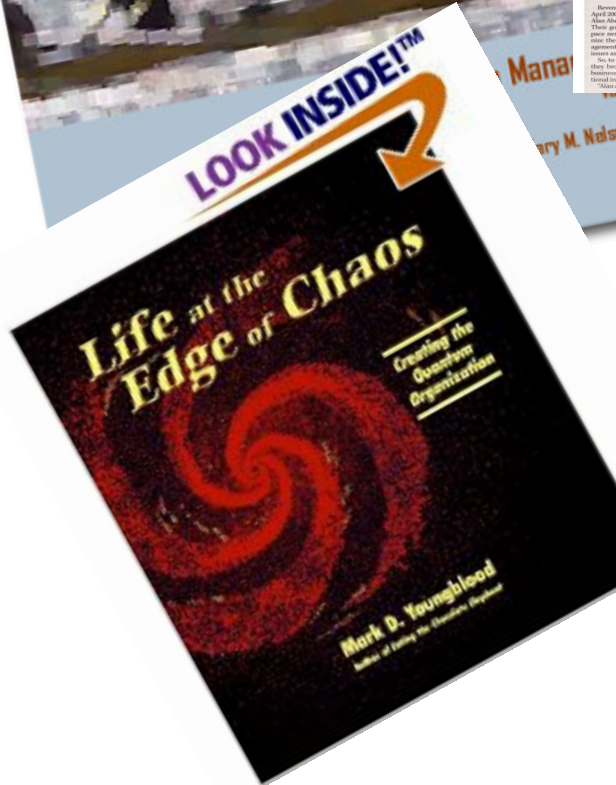
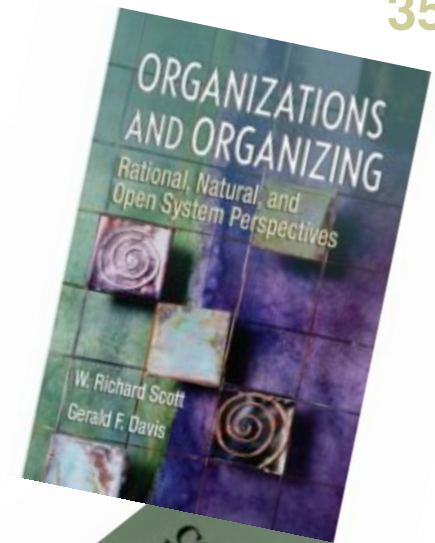
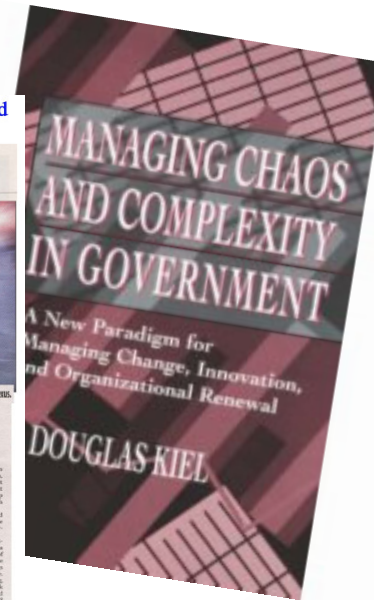
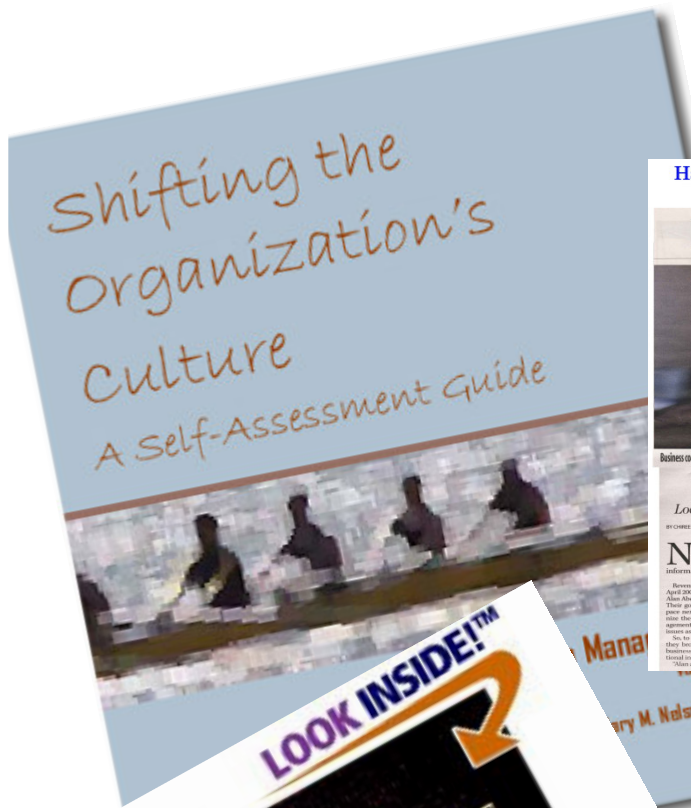
- Mechanical View
- Separation of thinking and doing
- Subordinating Power Relationships
- Emphasis: stability

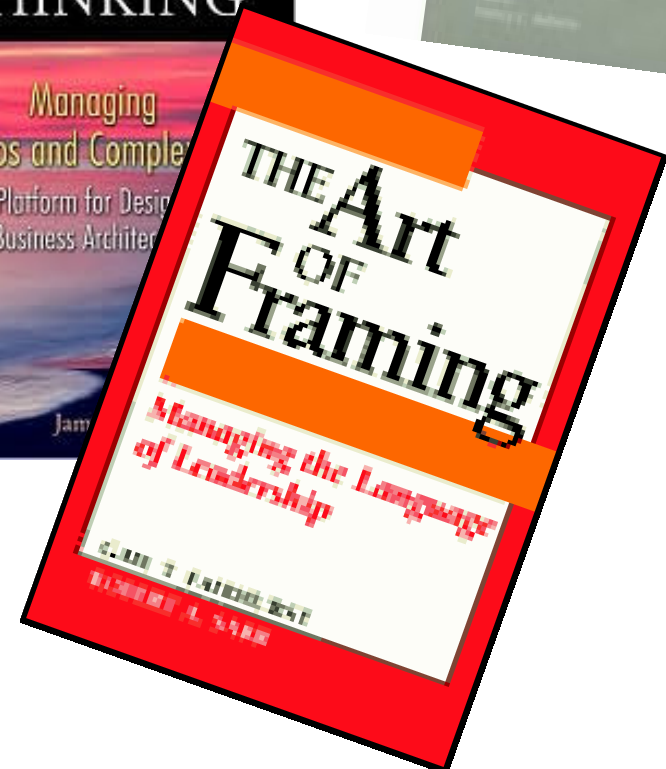
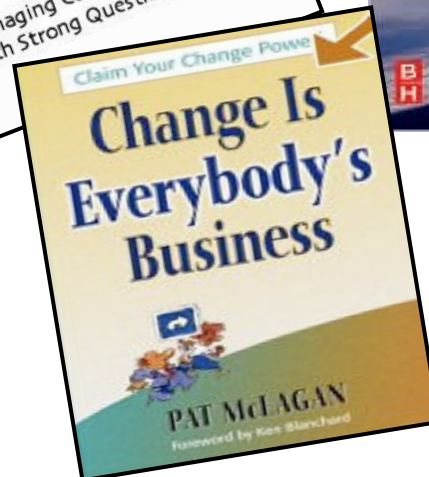
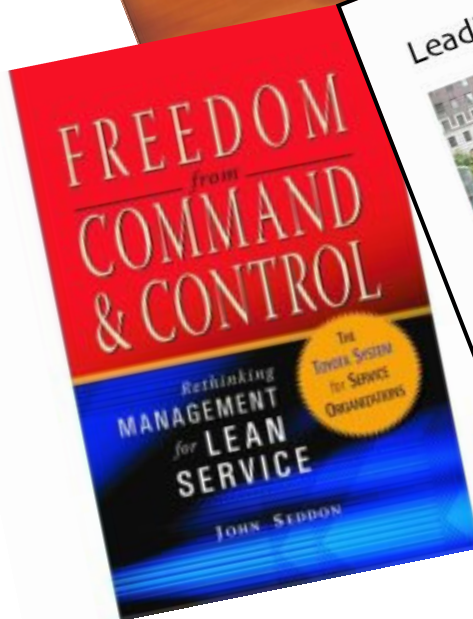
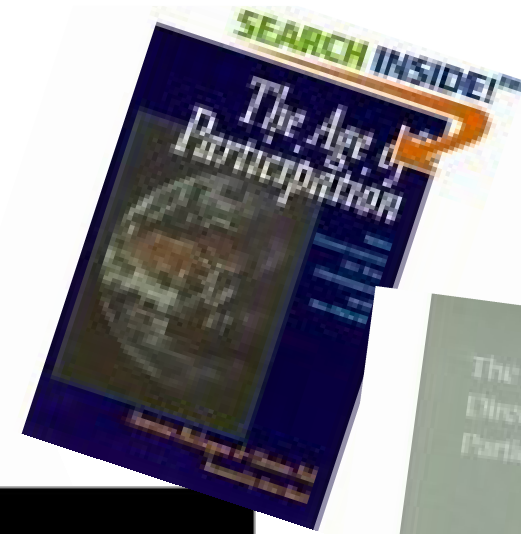
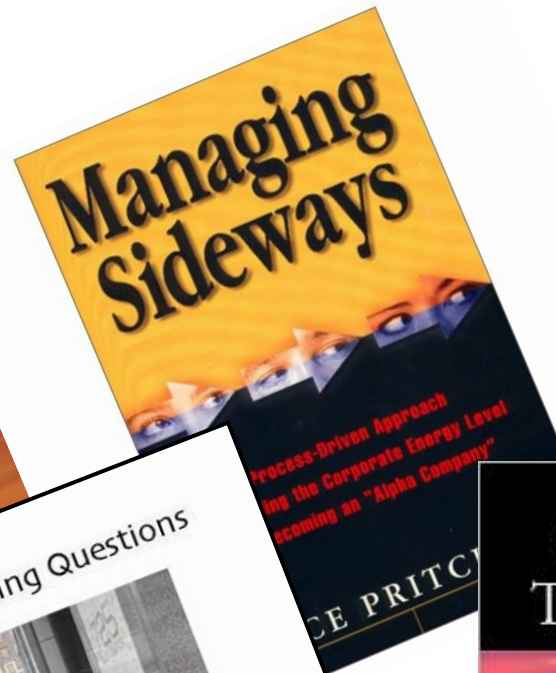
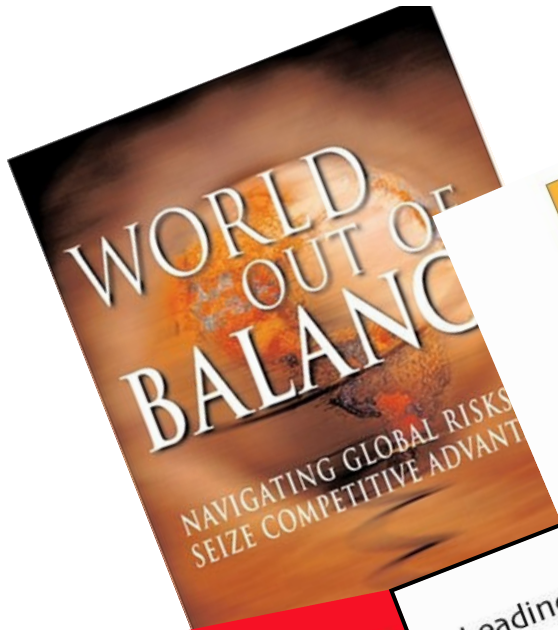


Knowledge System

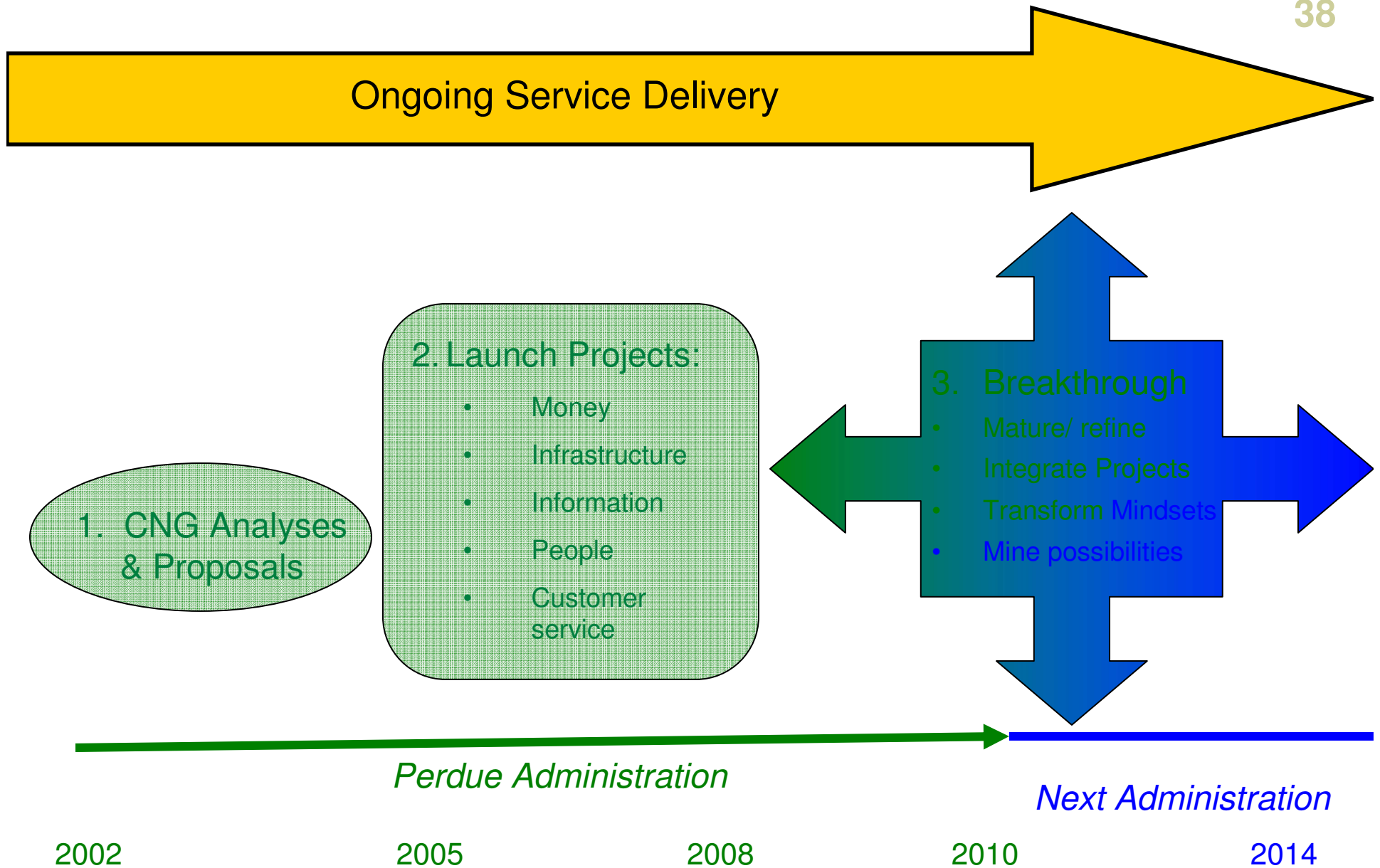
- Organic
- Creative
- Diffused power and roles
- Change friendly

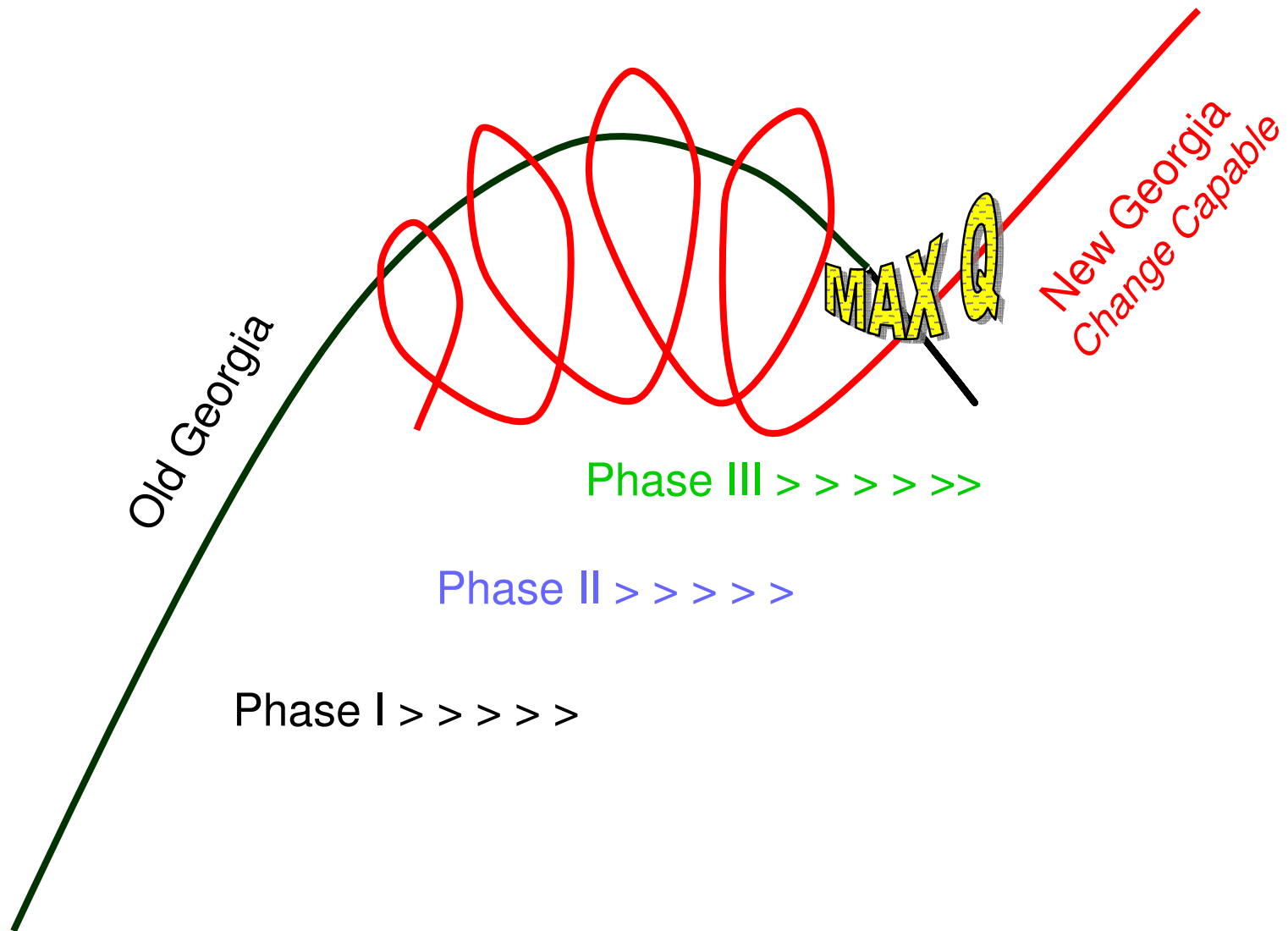






The Leadership Role in Transformation





The Leadership Role in Transformation

- Envision – the deeper transformation; a continuous re-evaluation of possibilities



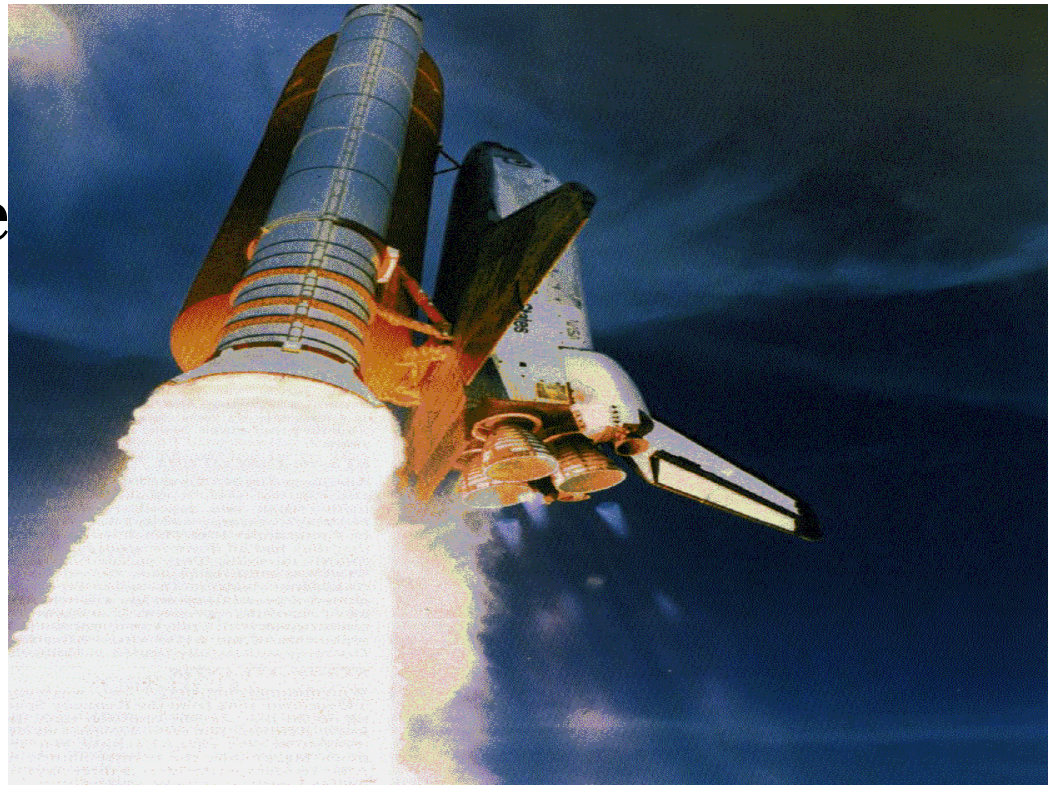
Purpose: Best
Managed State

= ???

The Leadership Role in Transformation

41

- **Energize** – draw energy from the legacy you are creating and capture the immense energy of your people



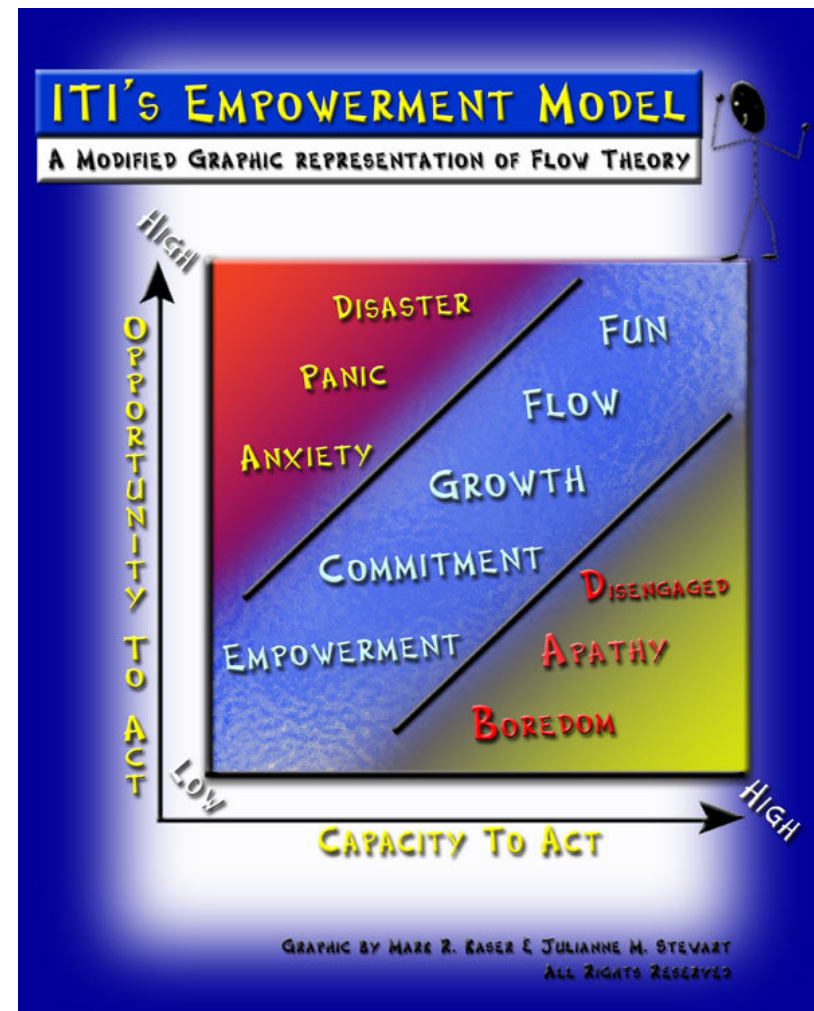
The Leadership Role in Transformation

- **Engage** – involve people so that their conversations and mindsets about work change



The Leadership Role in Transformation

- *Empower* – the next generation of leaders at all levels – with accountability



The Leadership Role in Transformation

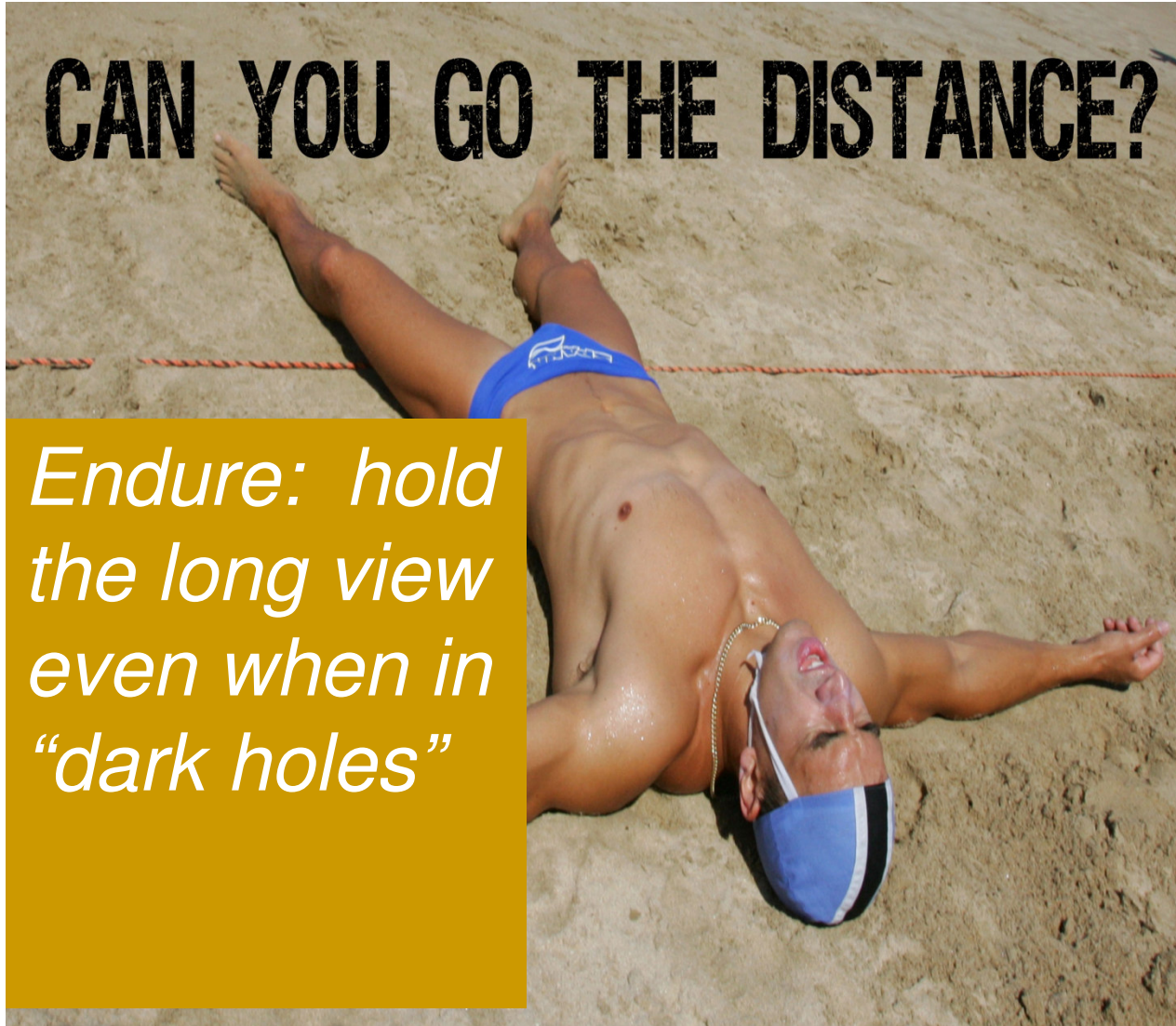


- *Expand* – this may be about a new ethic in the larger Georgia family – legislature, Agencies, citizens

The Leadership Role in Transformation

CAN YOU GO THE DISTANCE?

Endure: hold the long view even when in “dark holes”



Your Role FOR Phase III

The Ultimate E-Gov

46



E

nvision
nergize
ngage
mpower
xpand
ndure



Breakout A: Creating a Leadership Legacy

Breakout B: Changing the Name of the Game for Employees



Break-out Sessions

Handouts

Peggy Hutcheson, Ph.D.

Changing the Game for Georgia State Employees

Pat McLagan

Creating a Leadership Legacy



CHANGING THE GAME for STATE OF GEORGIA EMPLOYEES

A workshop for Georgia State
Government Leaders

April 8, 2008

Presented by

Peggy G. Hutcheson, Ph.D.
www.odysseegroupinc.com
404-943-0313



IN THE MIDDLE



Managers and employees today are "between the trapezes" of change and traditional work models.



What is it like for you as leader to be between the trapezes?

What do you believe it is like for other employees in your agency?

Consequences of Entitlement, Autocracy, and Dependency



The Odyssey Group

In large bureaucracies it is not unusual to find, you have organizations where entitlement and dependency are dominant among many workers and autocracy is the only leadership model many of the managers who lead departments or programs in the agency know. The consequences of this kind of organization are relationships that are contested and people who are dependent and even angry.

What dysfunctional behaviors (if any) do you see among employees in the state?

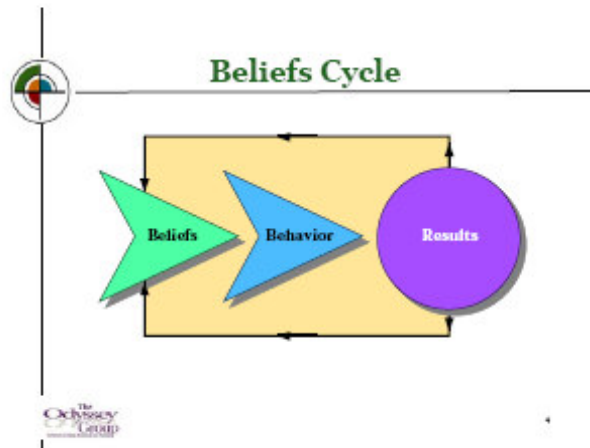
Your Peak Experiences



The Odyssey Group

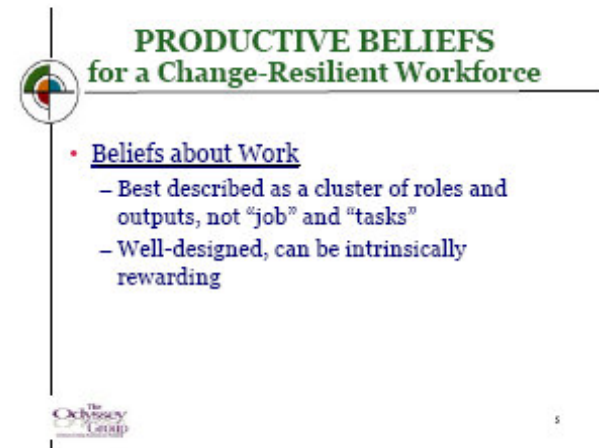
With another executive near you, briefly describe one of your peak experiences. You may wish to make notes here to describe this experience.

1. What were you doing (or had just completed)?
2. What key skills or knowledge were needed to accomplish this?
3. What role did others have in this?
4. What made these "career high points" meaningful for you?




What are some key beliefs that seem to exist in your agency?

1. Beliefs managers hold about employees.
2. Beliefs employees hold about work in this state agency.
3. Beliefs people hold about change.




- Beliefs about Work
 - Best described as a cluster of roles and outputs, not "job" and "tasks"
 - Well-designed, can be intrinsically rewarding

Notes:




PRODUCTIVE BELIEFS for a Change-Resilient Work Force

- Beliefs about People
 - Want to do a good job
 - Desire work that offers sense of fulfillment
 - Recognize negative nature of conflict and over-control
 - Want to change when they know WIIFM




Notes:



PRODUCTIVE BELIEFS for a Change-Resilient Work Force

- Beliefs about Culture
 - Innovative: seeks fresh thinking
 - Growth and learning: focused
 - Collegial: everybody is important
 - Caring community



Notes:



Changing beliefs is not simple. You cannot simply say, "You shouldn't believe that" or "You should believe this." Beliefs come from deep inside and they begin with experience. To begin building a new set of beliefs about the organization, you must do two things:

1. Dramatically change the experiences people have.
2. Model the differences in everything you do:
 - How you make decisions
 - What you say
 - What actions you take (do you "walk the talk")
 - What your priorities are

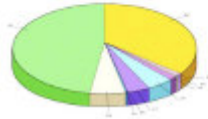


Notes:

Provide Dramatically Different Experiences

2. Focus on goals, measures and the rationale behind these:

- 2-way discussions
- Ensure employees and managers have goal setting discussions and follow-up
- Include goals for development (how the employee wants to grow)



The Odyssey Group

Notes:

Provide Dramatically Different Experiences

3. Talk frequently about performance:

- Quarterly employee-initiated discussions
- What supports / detracts from ability to perform



The Odyssey Group

Notes:

Provide Dramatically Different Experiences

5. Set the stage for continuous growth and development:
 - Every employee has a plan for developing on the job
 - Resources available for learning about managing self and career in state government
 - Resources available for learning about self-management, accountability, and self-direction



The Odyssey Group

Notes:

Provide Dramatically Different Experiences

6. Show that new behaviors count:
 - Showcase accountable action - new ideas, solving problems, going beyond the norm
 - Resolve that employees will be asked "what have you done?" or "what have you thought of?" for problems
 - Reward results



The Odyssey Group

What specific action can you take to show that new behaviors count?




Leadership Behaviors from 2007 Customer Service Summit


- Create and communicate a vision
- Be an example
- Provide training at all levels
- Empower employees
- Measure what matters
- Recognize, reward, and celebrate




Notes:



Employee Behaviors for a Change-Resilient Work Force



What will you develop, expect, and reward?



What is at least one commitment you will make to develop a change-resilient work force in your organization?

When will you do this?

How will you know that things are changing?




The Changed Game

• Entitlement	→	Empowerment
• Dependency	→	Partnership
• Tasks	→	Outputs / Results
• Complacent	→	Growing
• Low commitment	→	Engaged




Notes:



A Final Thought on Change

“ . . .Wherever you are is called Here
And you must treat it as a powerful
stranger.”



Notes:

Peggy Hutcheson is President of The Odyssey Group, Inc., a management consulting firm with offices in Atlanta, Georgia and Washington, D.C. The Odyssey Group focuses on aligning people to changing work roles with specific practices in competency identification and development, leadership, and organizational career development. Her work has been recognized by clients and professional organizations, including the American Society for Training and Development (ASTD) and the Institute of Electrical and Electronic Engineers (IEEE).



CREATING A LEADERSHIP LEGACY

A workshop for Georgia State
Government Leaders

April 8, 2008

Presented by

Patricia A. McLagan
www.McLaganInt.com

McLagan
McLagan International, Inc.

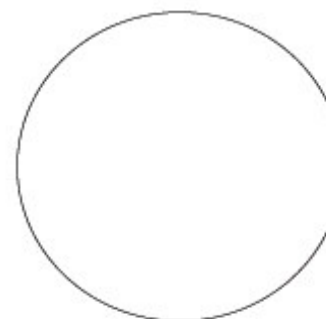
Creating a Leadership Legacy The Governor's Quarterly Meeting With Pat McLagan

For each management performance area below, identify which level of management in your Agency has the *primary* responsibility and should be held accountable for excellence. Then place an "x" in the "Notes" section to indicate key areas to focus on in the next phase of the Georgia transformation process (i.e., improvements would ensure a sustainable legacy for the future.

Management Deliverable/ Excellence Area	Agency Head/ Dpty	Directors	Mgrs.	Supr.	Notes
<i>Strategic excellence (Endurance is focus)</i>					
1. Purpose, mission, vision, strategy, desired image					
2. Measures of success					
3. Organization design (structure, processes, systems, core capabilities)					
4. Enduring governance capacity, including <ul style="list-style-type: none"> a. Effective leadership/management function b. Core competency talent pool c. Open system culture 					
5. Strategic Connections, including <ul style="list-style-type: none"> a. Legislature relationships b. Inter-Agency Synergy c. Other external strategic relationships (public, private) 					
<i>Process and Operations excellence (Effectiveness is focus)</i>					
6. Functioning systems/processes					
7. Execution per plan, including <ul style="list-style-type: none"> a. Plan/budget execution b. Coordination/integration of priorities c. Identification/resolution of system barriers and breakdowns d. Results assurance 					
8. Change leadership <ul style="list-style-type: none"> a. Transactional (faster, better, cheaper) 					

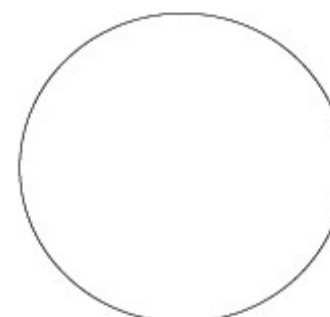
McLagan
McLagan International, Inc.

Management Deliverable/ Excellence Area	Agency Head/ Dpty	Directors	Mgrs.	Supr.	Notes
b. Transitional (complex changes per project plans)					
c. Transformational (fundamental changes in relationships, roles, culture, thinking – creating a learning and systemic thinking organization that is continually open to change and innovation)					
9. Resource optimization: physical assets					
10. Committed, aligned, energized workforce					
11. "Right" staffing					
12. High performance, "Best Place to Work" Environment					
13. Continuous alignment/ productive conversations					
Performance Support (Efficiency is focus)					
▪ Alignment of individuals/teams with larger goals/direction					
▪ Multi-directional communication					
▪ Performance support to teams and individuals					
▪ Development support to teams and individuals					
▪ Career support to individuals					



Draw your current time allocation:

- Strategic
- Process
- Performance Support
- Administration
- Individual Contributor



Draw your ideal time allocation:

- Strategic
- Process
- Performance Support
- Administration
- Individual Contributor

Imagine it is 2012 and there is a party being hosted to honor your contributions to the State of Georgia. The main focus is on your role in creating the best managed State in the US. What points are being made about you? About the quality of management and leadership that is your legacy?

Your Role FOR Phase III *The Ultimate E-Gov*



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McLagan International, Inc.

Envision
nergize
ngage
mpower
xpand
ndure

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the Way for a New Georgia

Georgia Leadership Institute Programs

Overview

The Georgia Leadership Institute's fundamental goal is to enable leaders at all levels of Georgia state government to deliver results that are customer-focused and based on principles. Furthermore, the Georgia Leadership Institute will establish a common leadership framework for Georgia state government.

By enrolling in the Institute's programs, executives, managers, supervisors, and staff are embarking upon an enriching and rewarding experience. The Institute's programs are designed to prepare leaders who will:

- o Articulate and Implement a vision.
- o Engage and respond to citizens.
- o Enlist, support and inspire people.
- o Create an environment where people flourish.
- o Display integrity and earn public trust.
- o Pursue accountability.
- o Make things happen.
- o Transform state government.
- o Demonstrate commitment and competence.

The Institute's staff and partners are outstanding professionals who are committed to excellence and building a workforce of talented leaders. The staff and partners of the Georgia Leadership Institute are committed to:

- o Serving government leaders and organizations in enhancing their performance and leadership.
- o Helping government supervisors, managers, executives, and their agencies along their leadership journey.

Executive Leadership Program is a (5 day) residential program. It is an interactive and challenging learning environment designed for Governor's staff, agency heads and their direct reports. Participants will focus on personal leadership, creating high performance organizations, ethics and public values. The Carl Vinson Institute of Government and the Institute for Leadership Advancement at the Terry School of Business, University of Georgia, developed this program in collaboration with the Commission for a New Georgia and the State Personnel Administration. The sessions begin in August, October, December, April and June of the applicable fiscal year, e.g., August 2008, October 2008, December 2008, April 2009, and June 2009.

Management by Intent By Pat McLagan

Every time I run a leadership development session – whether for supervisors or executives – I ask, “How many of you, when you were 20, planned to be a manager?” Some, of course, raise their hands. But most, realizing that managing was not their initial goal, look thoughtful, sheepish, or amused. They’d looked forward to careers in engineering, marketing, science, health care, business, government service. More important, many dreamt of work where they could achieve as individuals – create designs, sell, make discoveries, solve technical problems.

When we explore the situation further, it becomes clear that most people in the room still have a deep-seated affiliation with their initial practice or professional choice – or with the motivation patterns that led them there. Those who started as engineers, scientists, marketers, sales people, staff specialists or researchers still view the world through their original prism – even though their job and responsibilities have changed.

Let me give you an example. It goes back about 20 years to AT&T. I had been working with the company for a few years. On this particular day, I’d been helping create a video on management issues. As I left the studio and walked through the offices toward the parking ramp, I noticed an engineering executive putting on his coat. Now, it was 7:30pm – late by many people’s work standards. I walked over to him,

“John, you’re here awfully late!”

“Yeah....I’ve been here since 6:00am and haven’t gotten a thing done all day.”

“That’s a really long day....What’s been going on?”

“Well, I came in to finish a few performance reviews. Then, there were meetings about the budget and next year’s plan. We’ve got a problem on the producibility of one of our new products, so I had to meet with Manufacturing. Then, there was that leadership video. Tonight, I’ve been putting thoughts together for our part of the annual report..... I haven’t gotten a thing done all day.....”

I felt for the guy...and then realized....“he’d been managing all day...but was still thinking and evaluating himself as an engineer!!” His formal education had prepared him to create designs, to think technically and analytically, and to see achievement in terms of his own technical contributions. He had started his career doing the work he was trained for and getting his satisfaction by completing tasks himself. And, even though he had moved into management, his self-evaluation process was still anchored in engineering and personal task accomplishment. The piles of technical journals spread among his management reports and memos confirmed that he was still a technical person at heart.

My point is not to deny the value of a senior manager’s technical expertise. The point is, management is a different practice and career. In fact, I believe that management today needs to be approached as a profession. In *The Practice of Management*, Peter Drucker was the first to make a compelling case for management as a practice (with specific areas for action) and a discipline (having specific knowledge requirements). We can make the case that management also needs to be a profession – with basic requirements for entry, a code of ethics and practice, and grounded in rigorous theory development and testing.

Management as a Career

I don’t want to debate here whether management is a practice or a profession. It is, however, a distinct career choice: different from being an engineer, sales person, scientist, health care worker, staff specialist. We could argue, of course, that management is necessarily a *second career choice*: we probably need experience as individual contributors to anchor us in work realities. Either way, management is different than a technical or specialist path. This has a number of practical implications. First, when management is a career, then we move into it because we want to do the work of management – not because it is the best or only way to move up the hierarchy or to make more money.

Second, when we take on management as a career, we commit to continually learning the practice of management. Our reading and conversation shifts from our technical specialty to learning about leadership and management. We try to understand what makes organizations work, how to mobilize resources and create value for all stakeholders: customers, employees, shareholders, and society as a whole. Our reading pile contains *Leader to Leader*, the *Harvard Business Review*, *Government Executive*, books on innovation and leadership, and even academic journals like *The Academy of Management Executive*. The reading pile may also contain an article or two on globalization, change management, developing country economics, power and politics, and personal qualities of great leaders.

Third, when we approach managing as our primary practice, our self-evaluation criteria change. Instead of feeling good about our own technical achievements, we rejoice in the achievements of the groups and people we lead. We feel bullish about our day if the people we lead have internalized a vision that will guide decisions in the future. This all requires a longer range perspective – but that is why managers are paid more than individual contributors. Management’s “time-span-of-impact” (Jaques) is supposed to be longer and broader than that of the people they lead. There are major implications here for management performance review. I will address these later.

Related to the new self-evaluation criteria is a fourth implication of seeing management as a career. Managers have institutional power. Managers control, move, and trade off resources. With disproportionate power goes disproportionate responsibility. Professional managers have an obligation to wield power responsibly. This requires high

levels of self-awareness. As career managers, we do things to increase our self-awareness and to raise our own emotional intelligence. We get feedback, listen to others, observe our own actions and impacts, and see ourselves in service to, rather than being served by, our organization.

A Contribution View of Management

Management work is different than the technical work it coordinates. So, why do so many people still have problems treating management as a career, a practice, or a profession? One big reason, I believe, relates to how we define management. For some, it's "getting things done through others." For others, management equates to the achievements of the organization: managers' goals and standards are indistinguishable from the goals and standards of the organization they lead. These definitions are good as far as they go. But they don't answer the "value-add" question. They also make it difficult for managers to evaluate their own achievements – to articulate what makes their contributions unique. This, in turn, causes many achievement-motivated managers – like the engineering manager at the beginning of this article – to fall back on old self-evaluation models.

There is a way to address this problem – to make the work of managers tangible. It requires us to answer the question: what do managers *contribute* that creates value? At senior levels, managers contribute visions, strategies, decisions, access to external networks, organization designs, a high performance and commitment culture. At mid-levels, managers provide designs for major systems/processes, breakthrough thinking processes, system thinking processes, coordination/integration of priorities, identification/resolution of system barriers and breakdowns. In their supervisory roles, managers' deliverables include: an environment conducive to high performance, linkages with other groups, individual and team development support, individual/team performance support, individual career support, appropriately staffed positions.

At all management levels, short and long term results are, of course, indicators that management has done its job. But the work of management is different than the technical work itself, and we have to look at what managers provide that adds value to the equation. Management *does* have deliverables, but most of them are *enabling deliverables*. Is it possible to assess them? Yes...we can assess visions, strategies, decisions, networks, cultures. We can assess the quality of systems and processes, of the thinking and problem-solving processes people use at work, the quality of coordination. We can also evaluate the work environment in a supervisor's unit, the quality of performance support and staffing results.

Unfortunately, most managers are evaluated on overall short term organization or unit results. We are not held accountable for our management contributions – contributions whose value may not be evident until weeks, months, or even years into the future. Thus, our attention is focused primarily on the short term. We evaluate ourselves using the

same criteria as our sales people, engineers, scientists, designers, and other front line workers. Certainly, short term results are important – managers and their entire organizations are mutually accountable for them. But as managers, we add value by delivering our own unique management "products." It's time to make these a key focus for management goal setting and performance review. It's time to help us feel good about the contributions we make to the performance context that is managements' unique purview.

Theory: Every Manager's Responsibility

Beyond taking responsibility for management deliverables, the best managers are also *expert practitioners*. That is, they constantly observe what is happening, develop theories to explain success and failure, and draw on those theories to guide action. Donald Schon wrote years ago about what distinguishes experts in any field. He said that experts appeared to be artists. But a lot is going on under the surface. Experts draw on a variety of sources of personal and team expertise, including tested procedures, models of what "should be," and theories – as well as their own experience. There is more to it, of course, but the point I want to make is that expert management is not just reacting. It involves an interaction of educated thought and practical experience.

Recently an issue of *The Academy of Management Executive* featured an article presenting and evaluating 73 theories of organizational behavior. They included theories of motivation, leadership, organization, decision making. Eight theories rated high in both validity (they describe what actually happens) and usefulness. Included in the list was a theory I draw on in this article: McClelland's achievement motivation theory.

If I didn't know McClelland's motivation theory, I would have missed the implications of the engineering manager's statements. According to McClelland's theory, different motivation patterns drive attention and behavior. He identified three: achievement, affiliation, and power motivation. People with high achievement needs like to do things themselves and see direct results from their work. Those with high affiliation needs will often forego results in favor of improved relationships. A person with high power needs will focus on expanding her influence more than on direct results. McClelland found that the best leaders operated out of a combination of high affiliation and power motives in a mixture that valued using power for larger good. High achievement needs made it difficult for many people to lead large groups: people who lead with this drive often try to *do* rather than *support* the technical work.

Today's managers, without anchors in good theory as well as experience, follow too many fads and apparent best practices that look good but don't necessarily get results. It's every manager's responsibility to continually learn about what really works. This requires reflection on personal experience as well as active enquiry through reading, discussions, and formal learning experiences.

Paying attention to both management theory and practice is what having a career in management is about.

The Tip of the Iceberg

For years the management field has been struggling to define itself. Peter Drucker ignited the process. Attempts to distinguish "management" and "leadership" carried the efforts forward. Today, there are huge challenges to do more with less, to integrate vocal and diverse stakeholder interests, to make decisions under the spotlight. I don't think the issue is leadership vs. management. People entrusted with institutional management responsibilities must both define and mobilize for the future (lead) AND make it happen (manage). The challenge is to be clear about the value-add of management work and to ensure that those we entrust with this work become expert practitioners of their craft.

Beyond this, it may be time to recognize that management is a profession – with agreed entry and membership requirements, unique deliverables, continual theory development, and expectations of ongoing development for everyone in the business and art of managing others. By recognizing this, I am not saying that we need the bureaucratic accreditation and credentialing processes of the past. These don't move fast enough and often stifle innovation. We do need a consensus that management's role is to multiply the value of the resources in any organization. And we need consensus about, and continual inquiry into, how this expanded perspective thinking can and should be done.

Today over 2/3 of the changes organizations implement fail. Overhauls and fads come and go – taking precious resources with them. People who have no real motivation to lead get promoted until they reach their levels of incompetence, dissatisfaction and all too frequently, optimal destruction. Managers often move up and up without changing their primary affiliation from their initial career choice to management. And, we continue to evaluate managers on short term results without simultaneously holding them accountable for creating the performance environments for future success and service.

Many managers may not have planned for careers in management when they were 20. But those who put on the management mantle today must make a decision to shift their career allegiance away from their personal, specialized discipline. The new focus needs to be on managerial work: work where others achieve while managers create the conditions for high achievement: today, tomorrow, and the day after that.

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Pat McLagan is Chairman of McLagan International, Inc., a management consulting firm specializing in change management, strategy implementation, human capital strategy, performance management, and competency-based practices. Her work spans six continents and public, private, and NGO organizations. She is author or co-author of many books and articles, including *The Age of Participation: New Governance for the Workplace and the World*, *Change Is Everybody's Business*, *On-the-Level: Performance Communication that Works*. She is the 2nd woman and 15th person inducted into the HRD (Human Resource Development) Hall of Fame, and has received many other awards, including an honorary professorship at the University of Johannesburg in South Africa. Websites: www.mclaganint.com and (for US government) <http://gsa.mclaganint.com>. E-mail: patmclagan@mclaganint.com.